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A SURVEY OF THE RESPONSIBILITIES OF SPEECH TEACHERS  
IN THE SECONDARY SCHOOLS OF SOUTH DAKOTA

By

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B.S. South Dakota State University, 1962

Presented in partial fulfillment of the requirements  
for the degree of

Master of Arts

UNIVERSITY OF MONTANA

1968

Approved by:

  
Chairman, Board of Examiners

  
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## CHAPTER I

### INTRODUCTION

Contemporary speech teachers must envy Corax because of the small speech textbook with which he proclaimed himself a teacher of rhetoric in 467 B.C. A summary of its contents makes the field of speech seem simple:

[Corax] developed rules for the arrangement of material; he told how to begin a speech and how to proceed through the narration, the argument, and the subsidiary remarks, to the conclusion or peroration; he suggested means of persuading an audience when the speaker is not equipped with all of the facts, but when reasonable conclusions can be drawn from available facts; and he illustrated probability (which became the heart of persuasive speaking), pointing out, for example, that it is not likely a puny man would assault a stronger man. (Weaver, 1952, 29,30)

Twenty-four centuries later, Ronald Reid (1965) published an introduction to the current field of speech and intended only to acquaint the reader with the variety of specialities in the broad and rapidly growing discipline. He included: the process of speech communication, language and semantics, voice science and phonetics, speech and hearing disorders, public speaking, small group discussion, debate, oral interpretation of literature, theatre arts, radio and television, listening, history of rhetoric and public address, history of theatre, research opportunities

in speech, and opportunities for careers in speech.

The field of speech has apparently expanded greatly since the writings of Corax. Not only has the field expanded, but a shift of emphasis has taken place. To the Greeks, speech was a practiced and practical art:

Just as the products of the logographers were adapted to an immediate, practical end, so too were the courses and handbooks of the sophists practical in nature, for they aimed to equip students for the specific speaking situations in which they were most likely to find themselves. The sophists did not teach broad principles or methods applicable to a range of circumstances; instead, they required their students to memorize prepared passages on justice, honor, and the like, or arguments for sustaining or impugning various sorts of evidence. (Reid, 166)

Today, speech is a studied, sometimes esoteric, and always complex discipline:

Specialists in language and semantics study the code. Phoneticians study the basic elements of a message, the sounds of speech. Voice scientists study the processes of encoding and decoding. Students of public speaking, discussion, and debate consider certain types of communication as they relate to decision-making. Dramatists and oral interpreters are concerned about communication within an aesthetic environment. Students of the mass media study communication via radio and television, and students of listening are interested in the interpretive part of the decoding process. (Reid, 12)

In at least one dimension of comparison, however, speech education has not changed appreciably over the centuries. The importance of effective speech was recognized then, and is still recognized today.

. . . the ability to speak effectively was an important qualification for success in life, particularly in Greece . . . (Weaver, 30)

The importance of communication in our present-day world is indisputable. Education for effective "oral"



communication is paramount for the individual and the modern society in which he is living . . . We have only to reflect on the problems brought about by a failure in communication--personal, social, national, and international--to recognize the importance of effective speaking and listening. (Bälder and Seabury, 1965, 23)

As evidenced above, Corax faced the same challenge as do speech educators today: recognizing the need for effective speech in society, and the consequent need to disseminate training and information to the members of the society, how can available time, energies, and materials be best utilized to meet those needs? This challenge to speech educators was reiterated by the Indiana State Department of Public Instruction:

Across the nation there is an awareness among secondary school educators that effective and responsible speech is central to man's relationships with his fellows and that, like other learned behaviors, speech requires disciplined study. Only through specific instruction in formal educational settings, it is generally understood, can the high school student achieve a satisfactory level of oral communication behavior. Haphazard learning cannot meet his needs. His teachers must be adequately and specifically trained in the field of speech. And his courses must be developed with integrity and substance. (Teacher's Guide to High School Speech, 1966, foreword)

Acceptance of this challenge necessitates periodic examination of the "specific instruction" process by which the student is being trained. This analysis of South Dakota speech educators is an attempt to examine the activities of the teacher in the instruction process. Perhaps the results of the examination will provide a basis for improving the training of future students of speech.

The purpose of this study was to investigate the responsibilities of speech teachers in the secondary schools of South Dakota. It attempted to answer the general question, "What do teachers or coaches of speech or speech activities reveal that schools and communities expect of them?" Specifically, it attempted to answer questions in each of the following areas: (1) What are his classroom duties? (2) What are his extra-class duties? (3) What other requests are made of him as a speech teacher?

#### Importance of the Study

The latest report of the Speech Association of America (1967, 78) evidences growing concern over the present state of speech education in our public schools. There is little doubt that improvements are needed, but the question for many is one of deciding where to begin. Petrie and McManus (1968, 19) have addressed themselves to this question:

The recent statement on "Speech Education in the Public Schools" reemphasizes the concern of the Speech Association of America about speech education in the public schools and suggests steps which "must be taken to upgrade or, where necessary, initiate sound instruction in the skills of oral communication for all students at all educational levels." Before remedial measures can be undertaken, the status of the present speech education programs must be evaluated accurately.

This study is an attempt to begin evaluation of high school speech education in South Dakota. It focused on the speech educator himself--the high school speech teacher.

It seems that if speech education is to be evaluated accurately, then practically speaking, it must first be examined for what it is. What is the job of the South Dakota high school speech teacher?

Karl Robinson (1954, 9) wrote:

Because of local conditions and the wide range of possibilities for teacher activity in the field of speech, there are many types of jobs which exist in secondary-school speech.

Speech teachers in Ohio, in response to a questionnaire, indicated that "teacher training should be practical, not theoretical. It should be geared to the realities of secondary school teaching." (Petrie, 22) This study was an investigation into the realities of secondary speech education in South Dakota.

The information provided in this study should be of value to three different groups involved in speech education:

1. The faculty of college speech departments plan courses of study which they feel will give students the backgrounds to adequately prepare them for the demands of teaching speech in South Dakota high schools. Since approximately eighty percent of the individuals now teaching speech in South Dakota received their degrees in South Dakota colleges or universities, an awareness of the demands made on teachers should be helpful to those planning course offerings and course content. An examination of the speech program in a teacher's college in New Jersey elicited the

following comments from Ellen Kauffman: (1957, 36)

Those of us who are on the speech faculties of teacher's colleges want to prepare our students to serve well in public schools and communities, and to be "missionaries" awakening in the public an interest in speech education. If our programs are effective, we are in all probability directing them toward meeting specific speech needs in the public schools. To help us gauge our effectiveness, it seems to me, we must learn the answers to these questions: (1) What is our speech department doing to help determine the specific needs in speech in the public schools? (2) In communities in which we have made surveys, what are the basic needs for speech education? (3) How is our department helping and motivating the public schools to meet these needs? (4) In light of our findings, what should State Departments of Public Instruction and teachers colleges do to build more effective programs?

2. College students, majoring in high school speech education, would be better able to decide whether their own interests are consistent with the demands which will be made of them. Also, examination of an accurate, up-to-date job description could help the student in choosing courses which would provide the most useful training. John M. Martin, in "Quandaries of the High School Speech Teacher," (1950, 20) discussed this problem when he stated:

[the high school speech teacher] finds himself in a quandary perhaps because of lack of a broad training in preparation for his job as a speech teacher. Too many speech teachers in high school readily admit they have inadequate training for their job . . .

Teachers answering the questionnaires for the Ohio study recommended the following methods for achieving more practical teacher training:

Since the high school teacher will have to teach all aspects of speech, he should receive broad training in public speaking, discussion, debate, parliamentary procedure, dramatics, oral interpretation, contest

speaking, voice and diction, and speech correction. He should not be a specialist.

He must be taught how to handle extracurricular activities. He should be required to participate in forensic and dramatic activities and should be instructed in how to direct plays, to manage tournaments, to produce assembly programs, and to direct forensic programs. (Petrie, 22)

3. The South Dakota Speech Teacher's Association, concerned about the needs of the speech teachers in South Dakota, would be better able to provide useful materials to those teachers if it were known exactly what demands are usually made by the secondary schools in South Dakota. If unreasonable or unrealistic demands are being made, the Speech Association could use its influence to limit the responsibility in these positions to activities most beneficial to the students.

A study similar to this one was completed in Michigan (Alexander and Thomas, 191). Remarks from that study indicate that:

As we have already seen, the curricular and extra-curricular responsibilities of the speech teacher are many and varied. Despite some earnest efforts on our part to prepare the neophyte speech teacher adequately, there are some dangerous assumptions that he can be released to his first year of teaching and be competent to meet any logical exigencies. This is evidenced in the lengthy compilation of calls for assistance uncovered in the survey . . . These needs undoubtedly are not the same in all parts of the country, but it appears that we should earnestly seek out the professional problems, particularly of our young teachers in the secondary schools, and help them with the most expeditious means at our disposal.

Because of the importance of the issues mentioned above, it was felt that a systematic inquiry into the responsibilities of speech teachers in the secondary schools

of South Dakota would be warranted at this time.

### Scope of the Study

Because of the nature of this study, it was decided to use a mailed questionnaire to obtain the data. The study has been limited to an analysis of the returned questionnaires.

This study was limited to those teachers listed in the Directory of Teachers in Charge of Speech Work in South Dakota High Schools because it was felt that the teachers themselves could more accurately assess their responsibilities than could any other school personnel. This list included teachers who were in charge of classroom speech or drama work, or who were directing extra-class speech or drama activities (1966, 58-67).

Although the results of this study may reflect similar teaching conditions in other sparsely populated northwestern states, this survey will have limited generality beyond the state of South Dakota.

### Review of the Literature

A survey of the literature revealed no articles directly pertaining to responsibilities of speech teachers in South Dakota. However, somewhat similar studies have been carried out in other states.

An early study (Becker, Brown and Murphy, 137-140) was done in the Michigan high schools in 1950 to "find out what the high school speech instructor does when he teaches

a course labeled "speech" i.e. and [sic] what does he teach and how does he teach it?" It was found that:

(1) Apparently there is general agreement on what subject-matter should be dealt with in the high school speech course . . . (2) . . . there is less tendency to teach evidence than there is to teach rational thinking and organization . . . (3) The three methods which are ranked at the top (Talks, Lectures, Text-discussion) suggest that the typical high school speech class is teacher-centered and teacher-dominated. (4) Group activity is used much less than the above three. (5) Individual and group exercises . . . are used primarily for teaching the use of voice and body in speech. (6) Almost 70% of the high school debate teams in Michigan are coached by teachers who did not teach the speech course. (7) Only 36% of the plays are coached by teachers who did not teach the speech course. (8) In the case of oratory and declamation, almost 50% of the coaching is done by teachers who do not teach the speech courses.

A study was completed in 1952 to determine the extent of speech education in Oregon, the teacher training of speech instructors, the attitudes of teachers and administrators toward speech education, and the present and future problems facing teachers of speech in the state of Oregon (Padrow, 15-19). The investigation revealed that:

(1) Less than one-half of the high schools in the state of Oregon are now offering courses in speech. (2) While at least one course in speech is being offered in a number of schools, very few schools have full time speech teachers. (3) Only one-fourth of Oregon high school speech teachers have a major in speech. (4) In comparison with total student enrollments only a small percentage of the students are now engaged in curricular and extra-curricular speech activities. (5) The majority of Oregon speech teachers believe: a) The attitudes of other teachers and administrators are encouraging to the speech program. b) Speech should be required in all the high schools of Oregon. c) Specific requirements for the teaching of speech should be set up by the State Department of Education. (6) A stronger speech organization is needed to strengthen and coordinate the program.

A second study was conducted in Michigan in 1957-59 (Alexander, 189-191), and was "an effort to determine just what is the present status of the high school speech teacher and to locate more specifically some of the problems with which he is confronted." Many of the questions which the Michigan researchers asked were similar to those asked in this study, but the answers received in the two studies were quite different, due to a difference in teaching situations in the two states. Specifically, the Michigan survey showed:

- (1) A little more than one-third of the teachers now instructing in speech at the high school level have earned an M.A. degree or its equivalent.
- (2) Most speech teachers teach classes in public speaking rather than in the other areas normally identified with speech such as drama, radio, or debate.
- (3) Almost 50% of the teachers devote less than one-quarter of their teaching time to classes in speech: almost 70% devote less than one-half of their time to speech classes.
- (4) The average teacher is responsible for two extra-curricular speech activities in addition to his regular teaching load.
- (5) The felt needs and problems of the typical secondary school speech teacher are numerous.

In addition, this survey analyzed the data in relation to school size, teacher background, and teaching experience, which the Michigan study did not do. A further difference was the inclusion in this study of questions concerning the miscellaneous requests made of speech teachers.

A survey of freshman speech classes in Washington colleges and universities was taken to determine the extent and quality of speech education in Washington State high schools. Nelson (1960, 180-188) drew the following conclusions:



Most certainly many high schools in the state of Washington have been and are providing excellent instruction in speech. However, this survey would seem to indicate that such training is far from universal. At least it can be said that in many instances what is offered is not getting through to the pupils or is not being recognized as speech training.

A recent study (Petrie, 19-26) investigated the status of speech in Ohio secondary schools in 1967. It was based on an analysis of the reports of the high school principals submitted to the State Department of Education in 1965, and an analysis of a questionnaire about the introductory speech course submitted to each of the speech teachers listed in the reports of the principals. The study examined the speech curriculum, with particular emphasis on the basic course and the speech teacher. Academic preparation, experience, membership in professional organizations, teaching schedule, extracurricular activities, and teacher training were the primary areas of interest in relationship to the teacher. It was concluded that:

Despite an increase in the number of schools offering speech and a larger supply of better trained teachers, the fact remains that speech instruction is not an integral part of the education of most students in Ohio.

These studies provided important information but did not deal directly with the categories of response elicited by this investigation.

#### Organization of the Remainder of the Study

The second chapter describes the methods and procedure used in conducting the study and the methods by which

the data were analyzed. The third chapter presents and discusses the results of the investigation, and a general summary of the study is presented in Chapter IV.

## CHAPTER II

### METHODS AND PROCEDURES

#### Introduction

The statement of purpose, importance of the study, scope of the study, and a review of the literature were presented in Chapter One. The second chapter contains the methods and procedure used in gathering and analyzing the data.

#### Development of the Questionnaire

In order to develop a questionnaire that would be relatively easy to answer, it was decided to use closed-form questions.<sup>1</sup> A pilot survey employing these questions was conducted at the University of Montana among faculty members, graduate students, and students enrolled in Speech 421, "Teaching Speech in the Secondary School" They were asked to respond to the survey and to note any questions that they felt were not clear. The questionnaire was revised in light of their criticism.

The revised questionnaire was then sent to 192 South

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<sup>1</sup>Closed-form questions call for checking the appropriate answers as opposed to open-ended questions which call for answers of an essay nature.

Dakota speech teachers, whose names appeared in the November, 1966 bulletin of the South Dakota Speech Teachers Association (58-67). In order to insure a high return, the questionnaire was designed to be answered in ten minutes or less and those teachers not returning the questionnaire within two weeks were sent another copy. Furthermore, an abstract of the results of the survey was offered to those teachers returning the questionnaire.

The questionnaire (see Appendix) was divided into four sections:

Section I. Information on teacher and school,

Section II. Information on Class Duties

Section III. Information on Extra-Class Duties

Section IV. Information on Miscellaneous Requests

The next section of this chapter presents the questions selected for the questionnaire and provides a rationale for their inclusion.

#### Section I. Information on Teacher and School

The information gathered by this questionnaire was evaluated in three different areas. A question was devised to cover each of the three areas.

- A. Check the enrollment figures below which best indicate the size of the high school in which you are now teaching. (Grades 9-12)

\_\_\_\_\_ 0-250  
 \_\_\_\_\_ 251-500  
 \_\_\_\_\_ Over 500

This question was included because it was felt that

the size of the school might affect the responsibilities of the teacher involved.

- B. Check the educational training below which best indicates your background in speech and/or drama.

       30 or more quarter credits; 20 or more  
semester credits  
       Less than the above

This question was included because it was felt that the educational training of the teacher might affect the responsibilities of that teacher.

- C. Check the category below which best indicates the number of years you have been teaching speech or drama or coaching speech or drama activities. (Include the 1966-67 school year.)

       0-3 years  
       More than 3 years

This question was included because it was felt that the number of years of experience might affect the responsibilities of the teacher involved.

## Section II. Information on Class Duties

Four questions were asked in this section to determine, in general, the classroom duties of the teachers questioned. Since it was recognized that instruction in speech skills might be either integrated with other classes or taught separately, two questions were devised, one to apply to each situation.

### A. Speech classes:

1. (Answer in column 1) Check the course or courses listed below which best describe your current class assignments in which speech and/or drama is taught as a separate course.

2. (Answer in column 2) For each course you have checked, indicate the number of weeks during the school year which are devoted to that course.
3. (Answer in column 3) For the weeks you have indicated, state the approximate number of classroom hours per week which you devote to that course.

1	2	3

Basic speech classes (First course in speech)  
Dramatics classes  
Radio-TV classes  
Debate classes  
Parliamentary Procedure classes  
Advanced Public Speaking classes  
Other (specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Integrated classes:

1. (Answer in column 1) Check the unit or units listed below which best describe your current assignments in which speech and/or drama is taught as a unit within a non-speech or drama course.
2. (Answer in column 2) For each unit you have checked, indicate the number of weeks during the school year which are devoted to that unit.
3. (Answer in column 3) For the weeks you have indicated, state the approximate number of classroom hours per week which are devoted to that unit.

1	2	3

Integrated unit of Basic Speech  
Integrated unit of Dramatics  
Integrated unit of Radio-TV  
Integrated unit of Debate  
Integrated unit of Parliamentary Procedure  
Integrated unit of Advanced Public Speaking  
Other (specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Subjects answering the above two questions were also asked to indicate the number of weeks during the year and the number of hours per week spent with each course. It was felt that this information would indicate the approximate amount of time spent in each of the various areas of speech work.

Two other questions were asked in this section which were felt to be closely related to the topic of classroom duties.

- C. Did you outline your own course of study for any of the speech or drama courses you teach? (circle one) Yes No
- D. Did you select your own text book for any of the speech or drama courses you teach? (circle one) Yes No

It was felt that these four questions would reveal the general areas of responsibility of the teachers in regard to classroom duties.

### Section III. Information on Extra-Class Duties

It was felt that, particularly in the case of the speech and/or drama teacher, extra-class duties are frequently a part of his school assignments, and section III was devised to ascertain the part which these assignments played in the duties of the speech teacher. In addition to indicating the activities with which they were associated, the teachers were asked to indicate the time spent with each activity.

- A. (Answer in column A) Check the extra-class duties listed below which describe your current assignments.
- B. (Answer in column B) For each duty you have checked, indicate the number of weeks during the school year which you devote to that duty.
- C. (Answer in column C) For the weeks you have indicated, state the average number of hours per week which you devote to each duty.

A	B	C	
			Direct school plays
			Sponsor drama club (ex. Thespians)
			Sponsor debate club (ex. NFL)
			Coach extemporaneous speaking
			Coach oral interpretation
			Coach debate
			Coach original oratory
			Coach student congress
			Coach <del>poetry</del> declamation
			Coach humorous declamation
			Coach dramatic declamation
			Coach oratorical declamation
			Provide remedial speech training
			Other (specify) _____
			_____
			_____

Information of a similar nature was also elicited by the Ohio survey, with the following results:

Extra-curricular activities apparently occupy much of the secondary school teacher's time and thought. Respondents to the questionnaire frequently commented upon the problems of directing forensic programs, producing plays and assembly programs with inadequate facilities, encouraging participation in extra-curricular ~~debate~~ speech activities, obtaining administrative support for the activities, teaching contest speech. In commenting upon methods for improving teacher preparation, they emphasized the necessity for more instruction in contest speaking, debate, and methods for managing tournaments and extra-curricular programs. (Petrie, 22)

Balcer and Seabury (1965, 57) also indicate that extra-class activities are a big area of the secondary speech teacher's responsibilities:



The inability of a teacher of speech to direct extra-class activities satisfactorily is one of the biggest problems of the principal of a high school . . . the teacher of speech who is unable to cope with the antics of the play cast, the debate squad, or members of the radio club presents a problem of concern to the principal.

#### Section IV. Information on Miscellaneous Requests

It was decided that, because of the duties assigned to speech and drama teachers, miscellaneous requests which relate to these duties may be made of these teachers from time to time, and that a question which attempted to ascertain these requests would round out the picture of the responsibilities of the speech or drama teacher in South Dakota. Robinson (1954, 50-59) devotes an entire chapter to the discussion of the relationship between the speech teacher and the community, including training students for community leadership, providing student speakers for community needs, furnishing educational entertainment, developing the community and school theater, organizing adult-education programs, providing consultation and aid for those handicapped in speech, organizing school radio programs, and presenting the school assembly.

Therefore, a list of possible requests was devised, and the teacher was asked to indicate whether the request had been made of him, and whether or not he had fulfilled the request.

- A. (Answer in column A) Check each of the requests listed below which have been made of you as a speech or drama teacher or coach during the 1966-67 school year.
- B. (Answer in column B) Of the requests which were made of you, please check those which you fulfilled.

A	B	
		Judge community speaking contests (ex. American Legion Oratory)
		Coach students for community speaking contests (ex. American Legion Oratory)
		Purchase sound equipment for the school
		Purchase theatre equipment for the school
		Act as parliamentarian for school or community groups
		Direct school or community pageants
		Provide programs for community organizations
		Give speeches to community organizations
		Direct special school assemblies (Christmas programs, talent shows, etc.)
		Other (specify) _____
		_____
		_____
		_____
		_____
		_____

I  
In summary, the above questions were included in order to discover the classroom responsibilities, the extra-class responsibilities, and the miscellaneous requests related to those responsibilities, which were made of the speech and/or drama teacher or coach in the South Dakota high schools, in relation to the size of the high school, educational training of the teacher, and teaching experience of the teacher.

### Analysis of the Data

The data were analyzed in the following ways:

1. Answers to Sections II, III, and IV, were recorded three times, in light of each of the three questions in Section I. The answers to Section I provided a background or framework against which the remaining sections could be analyzed.

2. For Sections II, III, and IV, two types of reports were made. One reflected a state-wide picture of class duties, extra-class duties, and miscellaneous requests, and the second was a sub-analysis done for each section to determine its relationship to school enrollment, educational training and teaching experience of the teacher.

3. For Section II, an analysis was done relating the two questions involving preparation of a course of study for speech and selection of a speech text book.

4. For Section III, an additional analysis was done to determine the mean, median and mode number of extra-class duties handled per teacher in schools of varying enrollments.

5. An analysis was done which related Sections II and III to determine the relationship between the classroom speech duties and the extra-class speech duties of the South Dakota high school speech teacher.

It should be noted that no attempt was made to determine statistical significance of the results.

Differences between categories were only discussed when the data appeared to reveal very significant differences in responses.

### CHAPTER III

#### RESULTS AND DISCUSSION

##### Introduction

The statement of the purpose, importance of the study, scope of the study, and a review of the literature were presented in Chapter One. The second chapter contains the methods and procedures used in conducting the study and the methods by which the data were analyzed. The third chapter presents and discusses the results of the investigation.

Questionnaires were sent to 192 South Dakota speech teachers. Of those, 153 teachers, representing 86 schools in South Dakota, returned the questionnaires. One hundred and forty-nine of the returns were usable, representing 77.6% of the high school speech teachers in South Dakota. Four were not usable for the following reasons:

1. One of the teachers returning the questionnaire reported that she did not teach speech. In this regard, the Bulletin of the South Dakota Speech Association was in error.

2. Two returns were not filled out correctly, and could not be tabulated.

3. One return arrived too late to be considered in the tabulation of results.

In the analysis of the responses to the questionnaire, the total number of responses was not the same for every question. The reason for this was that all questions did not apply to all respondents, and therefore some respondents did not answer some of the questions.

The data for each section in the questionnaire were analyzed in four ways:

1. An overall tabulation of every response for each section was made. The data tabulated in this way are reflected in the charts labeled "State-wide." The percentages plotted in these charts were based on the total number of responses to the questionnaire.

2. Every response to each section was tabulated in relation to the size of the high school in which the respondent was teaching. Sixty-eight of the respondents taught in schools of enrollment from zero to 250, forty taught in schools of enrollment from 251-500, and forty-one taught in schools of enrollment over 500. Percentages plotted in these charts were based on the number of respondents in each enrollment size.

3. Every response to each section was tabulated in relation to the educational training of the respondent. Sixty-seven respondents indicated that they had 30 or more quarter credits or 20 or more semester credits in speech and/

or drama, which is interpreted on the charts as a speech minor. Eighty-two of the respondents indicated that they had less training than specified above. The percentages plotted in these charts were based on the number of respondents for each type of educational training.

4. Every response to each section was tabulated in relation to the teaching experience of the respondent in the field of speech or drama. Sixty-four of the respondents indicated experience from zero to three years; eighty-five indicated more than three years of experience (including 1966-67, the year of the questionnaire). Percentages plotted in these charts were based on the number of respondents for each amount of experience.

In the presentation of the results, the questions utilized to obtain the data are followed by a discussion of the responses and tables summarizing the responses.

#### Section I. Information on Teacher and School

Analysis of questions in Section I revealed that the greater number of respondents taught in small schools (68), had less than a speech minor (82), and over three years teaching experience (85). However, as the mailing list was obtained from the South Dakota Speech Teachers Association, these characteristics may be a reflection of the organization's membership, and not of the speech teaching population in South Dakota. In any case, it was not the intent of this study to secure a portrait of the South Dakota speech

teacher himself, but rather of the job he is fulfilling. Therefore, the information obtained in Section I was used only in the analysis of responses to other questions (see Table I).

## Section II: Information on Class Duties

Questions one and two of this section concerned classroom instruction in speech, taught either as a separate speech class, or as a speech unit integrated into another class. One hundred eleven respondents (74.49%) taught speech in some form; 89 respondents (59.73%) taught a separate speech class or classes; and 57 respondents (38.25%) taught integrated units in speech (see Table 2).

Teachers were first asked to indicate what units of speech were being taught. For those teaching speech as separate classes, basic speech was most frequently taught (48%), followed by debate (15.33%), drama (12.66%), advanced public speaking (12.66%), parliamentary procedure (9%), other (3%), and radio-TV (2%) (see Table 2). Courses which were mentioned in the "other" category were: non-credit debate class, adult education speech class, and required speech in the junior high.

For the smaller number of teachers teaching speech as a unit integrated into another course, basic speech was again the most frequently taught unit (29.33%), followed by parliamentary procedure (12%), dramatics (9.33%), debate (8.66%), radio-TV (2%) and advanced public speaking (2%)



TABLE 1

**SUMMARY OF DATA DESCRIBING SIZE OF SCHOOLS, TRAINING  
AND EXPERIENCE OF TEACHERS (STATE-WIDE)**

Enrollment	Frequencies
0-250	68
251-500	40
501 and Over	41
Training	
Speech minor	67
Less	82
Experience (years)	
0-3	64
4 and Over	85

TABLE 2

## SUMMARY OF DATA ON TYPE OF CLASS TAUGHT (STATE-WIDE)\*

	Separate Course		Integrated Unit	
	Frequency Percentage		Frequency Percentage	
Total responses to Section II .....	89	59.73%	57	38.25%
Basic Speech	72	48.00%	44	29.33%
Dramatics	19	12.66%	14	9.33%
Radio-TV	2	1.33%	3	2.00%
Debate	23	15.33%	13	8.66%
Parliamentary Procedure	9	6.00%	18	12.00%
Advanced Public Speaking	19	12.66%	3	2.00%
Other	3	2.00%	--	--

\*One hundred and eleven respondents (74.49%) taught either a separate course in speech, an integrated unit in speech, or both.

(see Table 2). There were two areas of major difference between the separate courses and the integrated units. Parliamentary procedure was more frequently taught than drama or debate as an integrated unit, but less frequently taught than those two when taught as a separate course. Advanced public speaking was taught 12.66% of the time as a separate class, but only 2% as an integrated unit.

Teachers were also asked to indicate the number of weeks the unit was taught, and the number of hours per week. When taught as separate classes, the mode number of weeks ran as follows: basic speech-18 weeks, dramatics-18 weeks, debate-36 weeks, parliamentary procedure-3 weeks, and advanced public speaking-18 weeks. The mode number of hours per week was five in all cases (see Table 3).

When these same units were integrated into other courses, the length in all cases but one was considerably shorter. The mode number of weeks per unit was basic speech-18, dramatics-6, radio-TV-2, debate-2, parliamentary procedure-3. The mode number of hours per week was five in all cases. A comparison of the units indicated that basic speech was generally taught for 18 weeks, whether in a separate class or as an integrated unit. Other units were considerably shorter if taught as integrated units. In all cases the units tended to be taught five hours per week (see Table 3).

The information obtained in questions one and two was compared with the responses to Section I. The

TABLE 3

## SUMMARY OF DATA ON LENGTH OF COURSE OR INTEGRATED UNIT (STATE-WIDE)

	Separate Course				Integrated Unit			
	Weeks Range	Mode	Hours Range	Mode	Weeks Range	Mode	Hours Range	Mode
Basic Speech	4-39	18	1-18	5	3-36	18	2-15	5
Dramatics	1-36	18	1-10	5	1-12	6	3.5-5	5
Radio-TV	---	--	---	-	2-5	2	1-5	-
Debate	2-36	36	1-18	5	1-36	2	3.5-8	5
Parliamentary Procedure	1-18	3	1-5	5	1-18	3	1-5	5
Advanced Public Speaking	6-36	18	1-10	5	3-18	-	3.5-8	-

comparison in relation to school size revealed that, for the speech unit taught as a separate class, teachers in larger schools have more class assignments in debate and drama, while a basic speech class assignment is more common in the medium-sized school. For the speech unit integrated with another course, more of the teachers teaching the unit in basic speech were from the smaller schools. For all other units, the teacher in the medium school had the larger number of integrated units (see Tables 4 and 5).

A comparison based on educational training revealed that, for speech units taught as separate classes, a teacher with a minor or more in speech was more apt to have speech class assignments, with the exception of radio-TV class. For speech units integrated into another course, a teacher with a minor or more in speech was more apt to teach the integrated unit, with the exception of the basic speech unit (see Tables 4 and 5).

A comparison based on years of teaching experience showed little difference for the speech units taught as separate classes, but for the integrated units, more experienced teachers were handling units of all but drama and advanced public speaking (see Tables 4 and 5).

All respondents who taught speech (as a class or unit) were asked to respond to questions three and four of Section II. Potential respondees totaled 111 or 74.49%. Actually, 107 respondents or 71.34% answered questions three and four (see Table 6).

TABLE 4

PERCENTAGES OF RESPONDENTS TEACHING SPEECH CLASSES AS RELATED TO  
SCHOOL ENROLLMENT, EDUCATIONAL TRAINING, AND TEACHING EXPERIENCES

Speech Classes	School Enrollments			Educational Training		Teaching Experience	
	0-250	251-500	501-over	Speech Minor	Less	0-3 yrs.	4-over
Basic Speech	32.35%	67.50%	41.46%	64.17%	26.83%	37.50%	48.23%
Drama	8.82%	7.50%	17.07%	13.43%	7.32%	9.38%	10.58%
Radio-TV	--	2.50%	2.43%	1.49%	1.22%	3.13%	--
Debate	8.82%	15.00%	21.95%	19.40%	9.76%	12.50%	15.29%
Parl. Procedure	7.35%	2.50%	4.87%	5.97%	4.88%	4.69%	5.88%
Adv. Public Sp.	4.41%	17.50%	17.07%	22.38%	1.22%	10.94%	10.58%
Other	--	--	7.31%	4.47%	--	--	3.52%

TABLE 5

PERCENTAGES OF RESPONDENTS TEACHING INTEGRATED SPEECH UNITS AS RELATED TO  
SCHOOL ENROLLMENT, EDUCATIONAL TRAINING, AND TEACHING EXPERIENCE

Integrated Units	School Enrollments			Educational Training		Teaching Experience	
	0-250	251-500	501-over	Speech Minor	Less	0-3 yrs	4-over
Basic Speech	39.71%	20.00%	19.51%	23.88%	34.15%	26.56%	31.76%
Drama	7.35%	15.00%	7.31%	16.41%	3.66%	10.94%	8.23%
Radio-TV	1.47%	2.50%	2.43%	4.47%	--	--	3.52%
Debate	7.35%	17.50%	2.43%	8.95%	8.64%	6.25%	10.58%
Parl. Procedure	7.35%	27.50%	4.87%	14.92%	9.76%	9.38%	14.11%
Adv. Public Sp.	1.47%	5.00%	--	4.41%	--	3.13%	1.17%

TABLE 6

**TEACHERS INVOLVED IN COURSE OF STUDY PREPARATION AND  
TEXTBOOK SELECTION IN THE FIELD OF SPEECH (STATE-WIDE)**

Involvement	Course of Study Preparation		Textbook Selection	
	frequency	percentage	frequency	percentage
Yes	81	54%	59	39.33%
No	26	17.33%	48	32%

A comparison of the responses to questions three and four showed that 31 respondents devised a course of study only; 11 respondents selected a textbook only; and 50 respondents had been involved in both. Thus 92 respondents had either devised a course of study, selected a textbook, or both. This represented 61.74% of the total respondents, and 82.88% of those involved in classroom work. A comparison of these responses with those to Section I showed that work with textbook selection and courses of study is more apt to be done in the larger school, by teachers with a minor or more, and with greater years of teaching experience (see Table 7).

From the data in this section, the following conclusions seemed to be warranted:

1. Of South Dakota high school speech teachers surveyed, 74.49% were involved in classroom speech duties.
2. More of them taught separate speech classes (59.73%) than integrated units in speech (38.25%).



TABLE 7

PERCENTAGES OF RESPONDENTS PREPARING COURSES OF STUDY IN SPEECH  
AND SELECTING TEXTBOOKS FOR SPEECH AS RELATED TO SCHOOL ENROLLMENT,  
EDUCATIONAL TRAINING, AND TEACHING EXPERIENCE

		School Enrollment			Educational Training		Teaching Experience	
		0-250	251-500	501-over	Speech Minor	Less	0-3 yrs	4-over
Course of Study	Yes	38.24%	62.50%	65.85%	76.11%	34.15%	46.88%	57.64%
	No	30.88%	5.00%	7.31%	11.94%	21.95%	12.50%	21.17%
Text Selection	Yes	36.76%	37.50%	39.02%	55.22%	25.61%	23.44%	50.58%
	No	32.35%	32.50%	34.14%	32.83%	30.49%	35.94%	28.23%

3. If the South Dakota high school speech teacher was assigned a separate class in speech, it was apt to be (in rank order) basic speech, debate, drama or advanced public speaking.

4. If the South Dakota high school speech teacher was assigned an integrated unit in speech, it was apt to be (in rank order) basic speech, parliamentary procedure, drama or debate.

5. The total length of the separate course was generally longer than that of the integrated unit, but both were taught five days per week.

6. Over half of the South Dakota high school speech teachers (61.7%) have devised a speech course of study, selected a speech text book, or both. These teachers were primarily from large schools, had at least a minor in speech, and three years or more of teaching experience.

7. Teachers in the larger schools were less apt to teach integrated units in speech, and more apt to teach separate speech classes.

8. Teachers with a minor or more in speech were more apt to teach speech classes and integrated units in speech.

9. More experienced teachers tended to have more responsibility for the speech courses, either integrated or separate.

### Section III: Information on Extra-Class Duties

One hundred and forty-one respondents (94.63%) indicated that they coached one or more extra-class speech activities. Responses to Section III were as follows: school plays-55.33%, oratorical declam-54.66%, dramatic and humorous declam-54%, poetry declam-52%, debate-40%, original oratory-35.33%, extemporaneous speaking-33.33%, oral interpretation-30%, debate club-18.66%, student congress-15.33%, drama club-11.33%, remedial speech-2%, and other-3.54% (see Table 8). Extra-class duties listed under "other" were: judge debates, handle discussion, announce junior high activities and sports, direct Theatre-in-Round during school day, and Director of Forensics.

The above activities can be grouped according to frequency of assignment: Group I-drama (i.e. school plays), Group II-declam (oratorical, dramatic, humorous, and poetry), Group III-forensic activities (debate, original oratory, extemporaneous speaking, oral interpretation, debate club, student congress.) It seemed that a teacher was most apt to be assigned to direct plays, followed by an assignment to coach declamation events, and supervise forensic activities.

Under Section III, respondees were also asked to indicate the number of weeks per year and the number of hours per week they were involved in the coaching of each activity. Table 8 lists the mean number of weeks and hours spent coaching each activity. The two column were multiplied together to arrive at the mean number of hours per year.

TABLE 8

## SUMMARY OF DATA ON EXTRA-CLASS DUTIES (STATE-WIDE)

Extra-Class Duties	Responses		Time Spent in Coaching		
	Frequency	Percentage	Mean weeks	Mean hrs./week	Mean hrs./yr.
School Plays	83	55.33%	9.93	10.83	107.5
Drama Club	17	11.33%	26.20	1.46	39.0
Debate Club	28	18.66%	28.81	1.64	47.2
Extemp. Speaking	50	33.33%	15.65	3.11	48.7
Oral Interpretation	45	30.00%	8.68	3.82	33.2
Debate	60	40.00%	20.25	7.11	144.0
Original Oratory	53	35.33%	13.08	2.54	33.2
Student Congress	23	15.33%	4.95	2.81	14.0
Poetry Declam	78	52.00%	7.04	5.28	37.2
Humorous Declam	81	54.00%	6.93	5.53	38.2
Dramatic Declam	81	54.00%	6.73	5.79	40.2
Oratory Declam	82	54.66%	7.03	5.49	38.6
Remedial Speech	3	2.00%	25.3*	9.5**	240.35
Other	5	3.35%	Information Unavailable		

\* 3 replies: 36, 4, 36

\*\* 2 replies: 15, 4

In terms of time spent coaching the above activities, three groups again emerge, with debate and school plays requiring the largest amounts of time (144 and 107.5 mean hours per year respectively), student congress requiring the least amount (14.0 mean hours per year), and all other activities falling into the range of from 33.2 to 48.7 mean hours per year. In the area of remedial speech, the small number of responses and the wide range of the replies tended to present a somewhat distorted view of time spent with this activity.

An additional tabulation was done on this section to determine how many activities were coached by each teacher. This tabulation was related to the size of the school (see Table 9).

**TABLE 9**  
**ACTIVITIES COACHED PER TEACHER**

Averages	School Enrollments		
	0-250	251-500	501 and Over
Mean	4.45	5.05	5.05
Mode	1	4	1, 7
Median	6	6	7

The overall results of this additional tabulation indicated that while the Mode showed only one activity coached, the overall Median was six and the overall Mean was 4.76.

The information obtained from Section III, concerning extra-class activities, was compared with the responses to Section I, which concerned background information about school size, educational training, and teaching experience. The comparison in relation to school size indicated that in the smaller schools, plays and declamation were the most frequent activities; in the medium schools, plays, declamation and debate were the most frequent; and in the larger schools all activities were relatively equal in frequency (see Table 10).

A comparison based on educational training revealed that teachers with a minor or more in speech were responsible for coaching more extra-class speech activities. (see Table 10)

A comparison based on teaching experience indicated that the experienced teacher generally handled more extra-class speech activities, particularly in the four areas of declamation. The notable exception was in the area of debate, which showed the inexperienced teacher handling slightly more of this activity (see Table 10).

An additional tabulation was made which related the second and third sections. It was found that only 7 (4.69%) of the teachers replying were involved in classroom duties

TABLE 10

PERCENTAGE OF RESPONDENTS COACHING EXTRA-CLASS ACTIVITIES AS RELATED TO  
SCHOOL ENROLLMENT, EDUCATIONAL TRAINING, AND TEACHING EXPERIENCE

Extra-Class Activities	School Enrollments			Educational Training		Teaching Experience	
	0-250	251-500	501-over	Speech Minor	Less	0-3 yrs	4-over
School Plays	66.18%	47.50%	41.46%	55.22%	53.67%	54.69%	54.17%
Drama Club	2.94%	17.50%	19.51%	25.37%	--	12.50%	10.58%
Debate Club	10.29%	17.50%	31.70%	28.35%	9.76%	15.63%	20.00%
Extemp. Speaking	26.47%	40.00%	36.58%	43.28%	24.39%	26.56%	37.64%
Oral Interpretation	27.94%	27.50%	36.58%	40.29%	21.95%	25.00%	34.11%
Debate	30.88%	50.00%	43.90%	49.25%	31.71%	42.19%	37.64%
Original Oratory	29.41%	40.00%	41.46%	46.26%	26.83%	28.13%	41.17%
Student Congress	5.88%	12.50%	34.14%	26.86%	6.10%	12.50%	17.64%
Poetry Declamation	55.88%	60.00%	36.58%	56.71%	47.56%	39.06%	61.17%
Humorous Declamation	61.76%	50.00%	41.46%	56.71%	50.00%	39.06%	63.52%
Dramatic Declamation	64.71%	47.50%	39.02%	59.70%	47.56%	39.06%	63.52%
Oratorical Declamation	60.29%	55.00%	41.46%	61.19%	47.56%	37.50%	65.88%
Remedial Speech	4.41%	--	--	1.49%	1.20%	--	2.35%
Other	1.47%	2.50%	7.31%	5.97%	1.20%	1.56%	4.70%

only; 38 (25.50%) of the teachers replying were involved in extra-class duties only; and 104 (69.79%) of the teachers replying were involved in both classroom speech duties and extra-class speech duties.

The data in this section seemed to warrant the following conclusions:

1. Almost all (94.63%) speech teachers in South Dakota were involved in coaching extra-class speech activities, usually five or six in number. In fact, the South Dakota speech teacher was more likely to coach extra-class speech activities than he was to teach an actual class in speech.

2. In terms of rank order, the teacher was most likely to be asked to coach school plays, declamation activities, and forensic activities.

3. The teacher devoted the most time to coaching debate and school plays, with the other major activities relatively equal but with less time required.

4. The variety of extra-class activities which a teacher handled increased with the size of the school.

5. The more education a teacher had in the field of speech, the more activities he was assigned to handle.

6. The experienced teacher generally handled a greater number of activities than the newer teacher.

#### Section IV: Information on Miscellaneous Requests

This section of the questionnaire was designed to



determine what miscellaneous requests had been made of the high school speech teacher in South Dakota, as a speech teacher. One hundred and twenty-one respondents (80.66%) indicated that requests had been made of them, with 85.71% or more of the requests being fulfilled (see Table 11). The responses were as follows: judge community speaking contests-57.33%; coach students for community speaking contests-44%; provide programs for community organizations-40%; give speeches to community organizations-32%; direct special school assemblies-28%; purchase theatre equipment for the school-25.33%; direct school or community pageants-20%; act as parliamentarian-18%; purchase sound equipment for school-11.33%; other-14.66%.

Twenty-two teachers indicated other miscellaneous requests which had been made of them: judge or coach junior high speech activities (3); help other teachers with oral assignments; prepare PTA programs; coach talent for Junior Miss pageants; supply materials for use by others in contests; teach adult education class in speech (2); coach commencement speakers; prepare a weekly radio program; organize program for SDSTA; coach FFA speakers; coach school campaign speakers; judge college speech contests; act as master of ceremonies; direct lighting for school programs; hold office in conference speech association; coach grade school declamation contestants (2); teach public speaking course for community organization (2).

TABLE 11

## SUMMARY OF DATA ON MISCELLANEOUS REQUESTS (STATE-WIDE)

Miscellaneous Requests	Frequency	Percentage	Fulfilled
Judge community speaking contests	86	57.33%	88.37%
Coach students for the above	66	44.00%	90.90%
Purchase sound equipment for school	17	11.33%	88.23%
Purchase theatre equipment for school	38	25.33%	94.73%
Act as parliamentarian	27	18.00%	88.88%
Direct school or community pageants	30	20.00%	90.00%
Provide programs for community	60	40.00%	95.00%
Give speeches to community	48	32.00%	93.75%
Direct special school assemblies	42	28.00%	85.71%
Other	22	14.66%	unknown

Again, the requests can be grouped according to source, with the highest number of requests (the first four in the above list) coming from the community, the next two from the school, and the rest from both sources.

The information obtained from Section IV was compared with the responses to Section I. The comparison in relation to school size indicated more requests if the teacher was teaching in a larger school (see Table 12).

A comparison based on educational training indicated that requests were made more frequently of those with a speech minor (see Table 12).

A comparison based on teaching experience indicated that the more frequent requests were made of teachers with more teaching experience (see Table 12).

The following general conclusions were drawn from the data in this section of the study:

1. South Dakota high school speech teachers were requested to fulfill a great many miscellaneous requests which fell outside of their regular job responsibilities, but in related areas of interest.
2. The largest number of these requests was made by community organizations.
3. The percentage of requests which were fulfilled was 85.71% or more.
4. The number of requests increased with the size of the school.

TABLE 12

PERCENTAGES OF RESPONDENTS WITH MISCELLANEOUS REQUESTS AS RELATED TO  
SCHOOL ENROLLMENT, EDUCATIONAL TRAINING, AND TEACHING EXPERIENCE

Miscellaneous Requests	School Enrollments			Educational Training		Teaching Experience	
	0-250	251-500	501-over	Speech Minor	Less	0-3yrs	4-over
Judge community speaking contests	47.06%	60.00%	68.29%	71.64%	43.90%	46.88%	63.52%
Coach students for comm. speaking contests	41.18%	45.00%	46.34%	52.23%	36.59%	32.81%	51.76%
Purchase sound equipment for school	4.41%	15.00%	17.07%	16.41%	6.10%	10.94%	10.58%
Purchase theatre equipment for school	26.47%	22.50%	26.82%	34.32%	18.29%	17.19%	31.65%
Act as Parliamentarian	8.82%	22.50%	24.39%	26.86%	8.64%	14.06%	18.82%
Direct school or community pageants	19.12%	15.00%	26.82%	29.85%	12.20%	20.31%	20.00%
Provide programs for community organizations	32.35%	45.00%	46.34%	53.73%	28.05%	26.56%	49.41%
Give speeches to community organizations	25.00%	40.00%	31.70%	41.79%	21.95%	20.31%	38.82%
Direct special school assemblies	25.00%	30.00%	29.26%	35.82%	20.73%	23.44%	30.58%

5. More requests were made of those teachers with a speech minor or more.

6. More requests were made of teachers with more teaching experience.

### Conclusions

The following general conclusions were derived from the data collected in this study:

1. The most frequent (94.63%) assignment for the speech teacher in South Dakota was in the area of extra-class speech activities.

2. Of the 74.48% of South Dakota speech teachers involved in speech teaching in the classroom, 59.73% taught a separate speech class where only 38.25% taught an integrated unit in speech.

3. Over half of the respondents had devised a speech course of study, selected a speech textbook, or both.

4. The South Dakota speech teacher in this study fulfilled a great number of miscellaneous requests related to his field during the school year. The largest number of requests was made by community groups.

5. The number and variety of responsibilities of the speech teacher increased with the size of school.

6. The more educational training the teacher had in the field of speech, the greater his responsibilities in all areas covered by this study, with one exception: the responsibilities were less in the area of teaching an inte-

grated unit in basic speech.

7. There was not a great deal of difference indicated in responsibility as related to years of teaching experience, but where a difference did exist, it generally indicated more responsibility for the more experienced high school speech teacher.

### Summary

From the study it can be concluded that the most common activity of South Dakota high school speech teachers was coaching extra-class speech activities, which required from 14 to 144 hours per year per activity. Most teachers handled about five activities, with the most frequent areas being school plays, declamation activities, and forensic activities.

Most classroom speech work involved classes or units in basic speech, a semester in length, five days a week. Other frequent areas of instruction were debate and drama.

Fifty-four percent of the speech teachers had devised a course of study in the field of speech and 39.33% had selected a speech textbook; 61.74% had done either one or both.

The percentage of the respondents which indicated that miscellaneous requests had been made of them as a speech or drama teacher or coach was 80.66%. This indicated a tendency on the part of the community and school to make

use of the resources of the speech teacher in ways other than teaching.

In spite of the general opinion that the speech teacher in the smaller school is loaded with a great number and variety of duties, the data indicated that the larger the school, the greater the possibility of teaching speech classes (as opposed to integrated units), the greater the possibility of working with a speech course of study or textbook selection, the greater the variety of extra-class activities which a teacher might be responsible for, and the greater the number of requests he might be asked to fulfill.

It appeared that the more preparation a teacher had in speech, the greater his responsibilities became in that area.

The only area with a notable difference between the more experienced and less experienced speech teacher was in the coaching of declamation activities, where the more experienced teacher had the greater responsibilities.

## CHAPTER IV

### SUMMARY AND IMPLICATIONS

This chapter presents a general summary of the major aspects of this study; an enumeration of the conclusions formulated on the basis of the results; a discussion of implications inferred from the conclusions; and suggestions for further research.

#### Purpose

The general purpose of this study was to investigate the responsibilities of speech teachers in the secondary schools of South Dakota.

#### Importance of the Study

This study was an attempt to begin evaluation of high school speech education in South Dakota. The information provided in this study should be of value to three different groups involved in speech education in South Dakota.

1. Faculty of college speech departments should be better able to plan course offerings and course content if aware of the demands made on high school speech teachers.

2. College students majoring in high school speech education should be better able to choose courses and



activities which will provide the most useful training.

3. The South Dakota Speech Teacher's Association, concerned with the needs of the speech teachers in South Dakota, will be better able to provide useful materials to those teachers if it is known what demands are usually made by the secondary schools in South Dakota. If unreasonable or unrealistic demands are being made, the Speech Association could use its influence to limit the responsibility in these positions to activities most beneficial to the students.

#### Method

A closed-form questionnaire, utilizing questions in four areas, was designed to obtain information about the responsibilities of speech teachers in the secondary schools of South Dakota. Specifically, information about the following four areas was requested:

1. background information on the teacher and school
2. information on class duties
3. information on extra-class duties
4. information on miscellaneous requests

The questionnaire was sent to high school speech teachers in South Dakota who were listed in the Directory of Teachers in charge of Speech Work in South Dakota high schools. Of the 192 questionnaires sent out, 149 usable returns were received. This figure represented 77.6% of

the high school speech teachers in South Dakota.

The data obtained from the questionnaire were analyzed as follows:

1. An overall tabulation of the responses given by each subject was made for each section of the questionnaire.

2. The data compiled for schools of 0-250 enrollment were compared with the data for schools of 251-500 enrollment, and with schools of 501 and over enrollment for each section in the questionnaire.

3. The data for subjects with 30 or more quarter credits or 20 or more semester credits in speech or drama were compiled for each section of the questionnaire, and compared with the data from those subjects with less training than indicated above.

4. A comparison of the data compiled for subjects with 0-3 years of teaching experience in speech and/or drama and subjects with more than three years experience was made for each section of the questionnaire.

### Results

Results for each of the four sections of the questionnaire were presented separately.

#### Section I: Background Information on Teacher and School

Analysis of information received in this section revealed that the greater number of respondents taught in small schools (68), had less than a speech minor (82), and

over three years teaching experience (85). Information from this section was used only to evaluate answers in the remaining three sections.

## Section II: Information on Class Duties

The percentage of subjects who indicated that they were involved in classroom speech duties was 74.49%. More of the assignments involved separate speech classes than integrated units in speech. If the assignment was a separate speech class, it was apt to be (in rank order) basic speech, debate, drama, or advanced public speaking. If the assignment was an integrated unit in speech, it was apt to be (in rank order) basic speech, parliamentary procedure, drama, or debate. The length of the separate course was generally longer than that of the integrated unit, but both were taught five days per week.

Over half of the subjects (61.7%) had devised a speech course of study, selected a speech textbook, or both. These subjects were primarily from large schools, had at least a minor in speech, and three years or more of teaching experience.

Subjects in the larger schools were less apt to teach integrated units in speech, and more apt to teach separate speech classes. Subjects with a minor or more in speech were more apt to teach speech classes and integrated units in speech. More experienced teachers tended to have more responsibility for the speech courses, both integrated

and separate.

### Section III: Information on Extra-Class Duties

Almost all subjects (94.63%) were involved in coaching extra-class speech activities, usually five or six in number. In fact, subjects were more likely to coach extra-class speech activities than they were to teach an actual class in speech.

In terms of rank order, the activities most likely to be coached were school plays, declamation activities, and forensic activities. The subject devoted the most time to coaching debate and school plays (144 and 107.5 mean hours per year, respectively), with the other major activities relatively equal but with less time required (33 to 48 mean hours per year.)

The variety of extra-class activities which a subject handled increased with the size of the school. The more education a subject had in the field of speech, the more activities he was assigned to handle. An experienced subject generally handled a greater number of activities than one with less experience.

### Section IV: Information on Miscellaneous Requests

Subjects were asked to fulfill a great many miscellaneous requests which fell outside of their regular job responsibilities, but were in related areas of interest. The largest number of these requests was made by community

organizations. The percentage of requests fulfilled was 85.71% or more.

The number of requests increased with the size of the school, the educational training of the subject, and the teaching experience of the subject.

### Conclusions

The analysis of the responses to the questionnaire tended to support the following conclusions:

1. The most frequent assignment for the speech teacher in South Dakota high schools was in the area of extra-class speech or drama activities.
2. About three-fourths of the speech teachers are involved in classroom speech work, with about half of them teaching separate courses in speech.
3. Over half of the respondents had done work with a speech course of study or selection of a speech textbook.
4. The South Dakota speech teacher in this study fulfilled a great number of miscellaneous requests related to the field of speech, most of which were made by community groups.
5. The number and variety of responsibilities of the speech teacher seemed to increase with the size of school.
6. The more educational training the teacher had in the field of speech, the greater his responsibilities in most areas covered by this study.

7. Overall, little difference was indicated in responsibility as related to the speech teacher's years of teaching experience.

### Implications

The following implications seemed to be warranted by the results and conclusions of this investigation:

1. The fact that the most frequent assignment for South Dakota high school speech teachers was not classroom speech or drama work, but extra-class speech or drama activities implies that a possible change should be made in priorities when educating the prospective speech teacher. College speech departments might require more participation by students of speech education in speech and drama activities, and expand class offerings to include work in coaching a variety of activities. Students of speech education, in selecting courses of study, should consider strongly those courses and activities which will provide them with a broad background for coaching extra-class activities.

The results also showed that most South Dakota high school speech teachers coached five or six activities, which implies that training for prospective speech educators should also be very broad, covering, if possible, all three areas of drama, declamation and forensic activities. This recommendation for broader training in extra-class activities was also made by teachers cited in several other studies from other states.

2. Over half of the respondents had prepared a speech course of study, selected a speech textbook or both. Speech departments might do well to require students interested in teaching to make specific preparation to perform these two activities.

3. Communities and school systems make a great many demands on the speech teacher which are not part of his classroom or extra-class assignment. It would be difficult to train teachers to answer these demands, as they are so diverse in nature, but not so difficult to make materials available to them which might be utilized to meet these demands. Discussion of service-club speaking contests, for example, might be included in speech education classes, and addresses for available materials could be provided. Lists and addresses of reliable companies for purchase of sound or theatre equipment could be provided to all speech education students. The SDSTA and other professional organizations are probably in a position to make available many current materials and sources which might be of use to speech teachers. Certainly, students should be advised to expect, as a result of their position as a speech educator, to devote time for which they may or may not be paid in fulfilling miscellaneous requests from community and school organizations.

4. The results of this survey have indicated that the South Dakota high school speech teacher's job is not

primarily classroom-oriented. In general, he seems to spend more of his energies outside of the speech classroom than in it. If we are to fully accept the challenges issued in the introduction to this paper, it seems that this situation is far from ideal. Members of the SDSTA might find it a worthwhile project to work with local administrators and school boards, as well as with the state department of public instruction, in an attempt to reach more students through classroom instruction in speech.

5. It is recognized that job preparation is only one of the areas of responsibility with which college speech faculties and speech educators in general are concerned, and that changes in the areas indicated by this study will not solve all of the problems of South Dakota high school speech education. College speech departments must also consider, when determining course work, the current trends in the various areas of speech education. It must also be recognized that even if the above recommendations were carried out, speech departments would still not be reaching the large segment of speech teachers or coaches who do not even have a minor in speech.

#### Suggestions for Further Research

This study reflects in a very general way the responsibilities of the high school speech teachers in South Dakota. In the area of class duties, further study could determine the content of the speech courses presently taught,



and what is desireable in a course of study or speech text. In the area of extra-class duties, an investigation of what resources would be valuable to the teacher could be made. A similar study could be done in the area of miscellaneous requests. An investigation could be made of the extra-pay scale for coaching extra-class speech and drama activities. Any study which further clarifies the job of the South Dakota high school speech teacher would be a valuable contribution to the field of speech education, as well as to the South Dakota speech teacher himself.

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## **APPENDIX**

## UNIVERSITY OF MONTANA

Missoula, Montana

Dear Teacher:

This questionnaire is being sent to all teachers of speech or drama classes, or coaches of speech or drama activities in South Dakota high schools. It is designed to elicit answers to the question "What do schools and communities expect of the teacher who is teaching speech or drama or coaching speech or drama activities in South Dakota high schools?" It is hoped that answers to this questionnaire will be useful to students of speech who are preparing for teaching careers, and to speech departments that are providing course work in speech education.

This data will be used as a basis for a Masters Thesis at the University of Montana. I would appreciate it very much if you would complete the attached questionnaire and return it at your earliest convenience. It is designed so that it can be answered in 10 minutes or less.

An abstract of the results of this survey will be made available upon request to teachers returning the questionnaire. If you wish to ask any questions or make any comments, space has been provided at the end of the questionnaire.

Approved,



J. L. Owen  
Advisor  
University of Montana  
Missoula, Montana

Respectfully,



Carolyn Bezenek  
Graduate Student



## UNIVERSITY OF MONTANA

Missoula, Montana

Dear Teacher:


This letter is intended as a reminder concerning a questionnaire which I sent you three weeks ago. If you have just mailed the questionnaire, please accept my thanks. Perhaps, because of the demands of your teaching position, the previous letter arrived at an inopportune time. Therefore, I am enclosing a second copy of the questionnaire for your convenience.

The questionnaire has been designed so that it can be completed in ten minutes or less. It is my hope that you will find time to complete the questionnaire and return it. At present I have approximately a fifty percent return; I hope that this figure will increase so that the data can be more meaningful.

As you may recall, this questionnaire is designed to gain information on the duties and assignments of the speech teachers in the secondary schools of South Dakota. It is being sent to all speech and drama teachers and coaches, including those who teach a unit in speech or drama as part of a non-speech or drama course. The data received will be used as the basis of a Master's Thesis at the University of Montana.

An abstract of the results of this survey will be available upon request to teachers returning the questionnaire.

Approved,



James L. Owen  
Advisor  
University of Montana  
Missoula, Montana

Sincerely,



Carolyn Bezenek  
Graduate Student

## QUESTIONNAIRE

## I. INFORMATION ON TEACHER AND SCHOOL

- A. Check the enrollment figures below which best indicate the size of the high school in which you are now teaching. (Grades 9-12)

\_\_\_\_\_ 0-250  
 \_\_\_\_\_ 251-500  
 \_\_\_\_\_ Over 500

- B. Check the educational training below which best indicates your background in speech and/or drama.

\_\_\_\_\_ 30 or more quarter credits; 20 or more semester credits  
 \_\_\_\_\_ Less than the above

- C. Check the category below which best indicates the number of years you have been teaching speech or drama or coaching speech or drama activities. (Include the 1966-67 school year.)

\_\_\_\_\_ 0-3 years  
 \_\_\_\_\_ More than 3 years

## II. INFORMATION ON CLASS DUTIES

## A. Speech classes:

1. (Answer in column 1) Check the course or courses listed below which best describe your current class assignments in which speech and/or drama is taught as a separate course.
2. (Answer in column 2) For each course you have checked, indicate the number of weeks during the school year which are devoted to that course.
3. (Answer in column 3) For the weeks you have indicated, state the approximate number of classroom hours per week which you devote to that course.

1	2	3	
			Basic speech classes (First course in speech)
			Dramatics classes
			Radio-TV classes
			Debate classes
			Parliamentary Procedure classes
			Advanced Public Speaking classes
			Other (specify) _____
			_____
			_____

## B. Integrated classes:

1. (Answer in column 1) Check the unit or units listed below which best describe your current assignments in which speech and/or drama is taught as a unit within a non-speech or drama course.
2. (Answer in column 2) For each unit you have checked, indicate the number of weeks during the school year which are devoted to that unit.
3. (Answer in column 3) For the weeks you have indicated, state the approximate number of classroom hours per week which are devoted to that unit.

1	2	3	
			Integrated unit of Basic Speech
			Integrated unit of Dramatics
			Integrated unit of Radio-TV
			Integrated unit of Debate
			Integrated unit of Parliamentary Procedure
			Integrated unit of Advanced Public Speaking
			Other (specify) _____

- C. Did you outline your own course of study for any of the speech or drama courses you teach? (circle one) Yes No
- D. Did you select your own text book for any of the speech or drama courses you teach? (circle one) Yes No

## III. INFORMATION ON EXTRA-CLASS DUTIES

- A. (Answer in column A) Check the extra-class duties listed below which describe your current assignments.
- B. (Answer in column B) For each duty you have checked, indicate the number of weeks during the school year which you devote to that duty.
- C. (Answer in column C) For the weeks you have indicated, state the average number of hours per week which you devote to each duty.

A	B	C	
			Direct school plays
			Sponsor Drama club (ex. Thespians)
			Sponsor Debate club (ex. NFL)
			Coach Extemporaneous Speaking
			Coach Oral Interpretation
			Coach Debate
			Coach Original Oratory
			Coach Student Congress
			Coach Poetry Declamation
			Coach Humorous Declamation
			Coach Dramatic Declamation
			Coach Oratorical Declamation
			Provide Remedial Speech Training
			Other (specify) _____

## IV. INFORMATION ON MISCELLANEOUS REQUESTS

- A. (Answer in column A) Check each of the requests listed below which have been made of you as a speech or drama teacher or coach during the 1966-67 school year.
- B. (Answer in column B) Of the requests which were made of you, please check those which you fulfilled.

A	B	
		Judge community speaking contests (ex. American Legion Oratory)
		Coach students for community speaking contests (ex. American Legion Oratory)
		Purchase sound equipment for the school
		Purchase theatre equipment for the school
		Act as Parliamentarian for school or community groups
		Direct school or community pageants
		Provide programs for community organizations
		Give speeches to community organizations
		Direction of special school assemblies (Christmas programs, talent shows, etc.)
		Other (specify) _____
		_____
		_____
		_____
		_____
		_____

Thank you very much. In reporting the data, no mention will be made of individual replies. If you wish a copy of the results of this survey, please place an X in the box below.

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